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ABSTRACT

This document is an integrated statement about early childhood education (ECE) services by the Early Childhood Committee of the Kentucky Department of Education. The document provides indicators of effective programs; reviews service delivery systems; supports program planning; encourages the adaptation of existing models; and promotes the formation of interagency partnerships. The beliefs and assumptions about child development held by the Early Childhood Committee are listed. Among other considerations, the design of an ECE program should: (1) incorporate components identified by research as present in high-quality programs; and (2) provide for evaluation through indicators of program quality. The implementation of an ECE program must consider the need for: (1) comprehensive services; (2) a variety of service delivery models; (3) appropriate curriculum; and (4) ongoing staff development. Appendixes include: (1) a checklist of indicators of program quality; (2) lists, for the State of Kentucky, of Head Start programs, supervisors of parent and child education programs, school-age child care programs, members of preschool interagency planning councils, and early childhood training centers; (3) descriptions of learning centers, and educational equipment and materials; and (4) a list of professional educational organizations. A 12-item bibliography is included. (BC)

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A GUIDE TO DEVELOPING EFFECTIVE EARLY CHILDHOOD PROGRAMS

A Technical Assistance Document

Kentucky Department of Education
June 1990
Second Printing

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INTRODUCTION

Background

Nationally, public schools are becoming more involved in providing educational and child care services to children under five. According to Gnezda and Robison (1986), three major factors have resulted in an increased involvement of states in early childhood education. These include

1. the expanding body of research suggesting that preschool programs for poor children may help to ameliorate some of the negative aspects of poverty;

2. an increasing number of children in poverty who benefit from preschool programs;

3. a greater emphasis on educational excellence, with early childhood education included as part of the education reform movement (p.2).

Research indicates that economic and educational benefits of early intervention are both immediate and long term for children, families, and society. Studies and evaluations have documented the efficacy of high quality early childhood programs (Berrueta-Clement, et. al., 1984; Lazar & Darlington, 1982). Additionally, federal legislation, which has provided strong financial incentives to states to develop and/or expand early intervention efforts for preschool children with handicaps, has increased the availability of such services (Education of All Handicapped Children Act, 1975, as amended by P.L. 99-457, 1986).

In recent years, with the changing economic and family demographics, the provision of high quality services for young children has become a major concern. In Kentucky, as well as in the rest of the nation, public debate has shifted from documentation of the need for services to the provision of developmentally appropriate services for all young children, including those considered "at risk" because of family status, poverty, or handicapping conditions.*

Historically in Kentucky, local educational agencies have provided public education to children beginning at age six. With recent national legislation and discretionary funding, Kentucky school districts now provide an array of program services to many children five and younger.**

Purpose

As Kentucky strives to develop and expand effective services for young children, clear direction is needed. The following document has been developed as an integrated statement of the Early Childhood Committee of the Kentucky Department of Education. This committee is composed of staff members in the Department of Education who are involved in services for children five years old or younger, across administrative offices and divisions.

*Under KERA 1990, "at-risk" is defined as eligible for the federal free lunch program.

**KERA provides for services to four-year old children in 1990-91 and for children with handicaps ages 3-5 beginning in 1991-92.

This document is intended to help local school districts develop high-quality early childhood programs by

- providing indicators of effective programs;
- giving an overview of service delivery systems for early childhood education;
- supporting program planning based on an understanding of the process and content of young children's learning;
- encouraging the adaptation of existing models in order to meet the needs of all young children; and
- promoting the formation of interagency partnerships with existing providers of early childhood services.

DESIGNING AN EFFECTIVE EARLY CHILDHOOD PROGRAM

Beliefs and Assumptions

The Early Childhood Committee believes that early childhood programs in Kentucky should

- help each child develop a positive self concept and attitude toward school;
- help each child grow socially, emotionally, cognitively, and physically;
- provide opportunities for each child's individual success;
- encourage creativity, questioning, and independent discovery;
- provide a variety of active, concrete, "hands on" learning opportunities matched to individual abilities and learning styles;
- foster cooperation between parents, community members, and program personnel as an integral part of the early childhood program;
- foster an enjoyment of and desire for learning in each child; and
- encourage smooth transitions between home and school and between programs and settings.*

Furthermore, the Early Childhood Committee believes that effective early childhood programs are based on the following assumptions:

1. Preschool programs must be based on sound principles of theory and research in child development.

2. Preschool children possess intrinsic characteristics that differ greatly from those of school age children and establish a separate, unique set of program variables for early childhood education.

3. Effective programs and curricula do not come from single curriculum guides, books, or boxes of materials. Good programming includes multiple opportunities for young children to directly experience the world around them.

* Beliefs reprinted from these Kentucky Department of Education documents: *Kentucky Kindergartens: Guidelines, Recommendations, and Regulations (1985) and Kentucky Preschools: An Abbreviated Guideline for Administrators and Teachers* (1986).

4. The staff must possess a thorough understanding of child development, sound techniques of classroom management, a recognition that play is the central mode through which young children learn, and a keen understanding of the importance of including the child's family in the educational process.

5. Quality indicators must be made available to help teachers, administrators, other staff members, and parents develop appropriate and responsive early childhood programs.

Components of High Quality Programs

According to Granger (1989), Filler (1983), and Dickerson & Davis (1979), national experts have identified the components of high quality early childhood programs. These include

- a defined philosophy or theoretical base,
- a responsiveness to the total needs of children and families,
- an appropriately trained staff in early childhood education and child development,
- a safe, healthy environment,
- developmentally appropriate activities,
- recommended group size and child/staff ratios,
- active parental involvement and procedures for strengthening families,
- transition linkages, and
- a program evaluation plan.

In keeping with these findings about effective programming, the Kentucky Department of Education's vision of a comprehensive service delivery system includes early childhood programs that

1. provide developmentally/functionally appropriate practices reflecting such standards as those from the National Association for the Education of Young Children (NAEYC) and the Division of Early Childhood of The Council for Exceptional Children (DEC);

2. provide integrated services to all young children, including at-risk and handicapped;

3. provide service delivery options to encourage family involvement and address individual and family needs and preferences; and

4. address interdisciplinary and interagency collaboration across the agencies involved in serving young children in Kentucky.

Quality Indicators

To help educators and parents design and evaluate early childhood programs and services, the Early Childhood Committee has developed a checklist of quality indicators. General items concerning program philosophy, child and family related components, the learning environment, staffing, and program evaluation are included on the checklist (Appendix A). More in-depth criteria may be obtained from documents produced by the National Association for the Education of Young Children (NAEYC) such as *Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs* (1984).

IMPLEMENTING THE EARLY CHILDHOOD PROGRAM

There are four critical considerations in the implementation of a local early childhood program:

- the need for comprehensive services,
- the need for a variety of service delivery models,
- the need for appropriate curriculum, and
- the need for ongoing staff development.

Comprehensive Early Childhood Services

Although the primary concern of local school districts is the educational program for children, it is clear that an educational program cannot operate in isolation. Comprehensive services for young children and their families address such areas as

- social and financial needs,
- medical care and nutrition,
- support of the family structure and child care, and
- educational services for children.

While the local school district is not prepared to address all societal issues, the district's early childhood program can incorporate more comprehensive components into the school's services and facilitate interagency efforts to address comprehensive services.

Planning for these areas is critical to the development of an effective local program. Numerous resources are available to assist in this planning. Examples of early childhood programs in Kentucky that incorporate comprehensive services with an educational component for young children include Head Start, Parent and Child Education (PACE), Even Start, and School-Age Child Care (SACC). Interagency efforts to plan nonduplicative services in Kentucky have been conducted through local Preschool Interagency Planning Councils (PIPCs). These examples are described below.

Head Start

The federally funded Head Start model is a comprehensive child development program for low income preschoolers and their families. Regulated by Head Start Performance Standards, the model contains four components: parental involvement, health services, social services, and education. Children with handicaps make up at least 10 percent of the enrollment. Families are involved in local programs as staff, volunteers, and/or advisory board members. There are now thirty-three Head Start grantee programs in Kentucky with services in 107 counties. Further information on the Head Start model is available from local programs (Appendix B).

Parent and Child Education Programs (PACE)

The state-funded Parent and Child Education Programs (PACE) addresses the following three components: adult education for parents without high school diplomas, educational services for their preschool children (ages three and four), and the development of parental skills. A major feature of PACE is the combination of adult literacy and preschool services. Further information on the PACE model is available from local sites or the Kentucky Department of Education (Appendix C).

Even Start

Modeled after PACE and other adult literacy programs, this federally funded project for local school districts provides parent and child services to disadvantaged children ages one through seven. Kentucky school districts receiving Even Start grants in 1989-90 include Owsley County, Anderson County, and Rowan County. For more information, write or call Ben Rice, Compensatory Education, Department of Education, Room 2017, 400 Maryland Avenue, Washington, D.C. 20202, telephone (202) 732-4692.

School-Age Child Care (SACC)

Early childhood programs, as well as school-age programs, can address both educational services for children and child care for the family. The educational program in public schools (operated during typical school days) is accredited by the Department of Education. The after-hours child care services (those beyond the typical day and program) are licensed by the Cabinet for Human Resources. Further information on the combined educational and day care model is available from local programs (Appendix D) or the Department of Education's Early Childhood Committee.

Preschool Interagency Planning Councils (PIPCs)

An example of interagency coordination of early childhood services is the establishment of local preschool interagency planning councils (PIPCs). Initiated in Lexington, Kentucky, there are now more than thirty of these voluntary organizations across the Commonwealth. Local PIPC membership includes agencies involved in services to young children, particularly those who are "at risk" or have specific handicapping conditions. Members include schools, health care providers, social service agencies, Comprehensive Care Cent s, Head Start, and various United Way agencies. Further information on PIPCs is available from local PIPC organizations (Appendix E) or the Kentucky Department of Education, Division of Early Childhood Services.

Service Delivery Models

In addition to consideration of comprehensive services for young children, it is important to plan for a variety of service delivery models within the educational component. Such service delivery models allow flexibility in educational settings and staffing patterns to address family and child needs and preferences.

There are four basic educational service delivery models. They include

- home-based
- itinerant
- center-based and
- preschool group or class.

These may be combined in a variety of ways and are described below.

Home-Based Services

In home-based services, the early childhood staff member goes to the home for regular visits. In this model, the staff member or "parent adviser" works with the parent and child together in the natural setting to demonstrate ways to enhance the child's development. This model is often used with infants and toddlers and as a support feature to individualize for children who are also served in center-based and group programs.

Itinerant Services

In itinerant services, the early childhood staff member makes regular support visits to a site where the child is located. The home-based model is a specific variation of the itinerant model. The child is already in a particular setting, such as a day care center, a family member's home, or a hospital. The staff member works with the child and adults in that setting to demonstrate ways to enhance the child's development and provide direct educational services as applicable. The model is often used when a child needs support services in the setting to address special needs.

Center-Based Services

In center-based services, the child comes regularly to the educational center to receive services. The early childhood staff member or members may work individually with the child, with the parent and child together, with a small group of parents and children, or in a larger preschool group (see below). This model is often used with infants and toddlers and features working with parents individually and in small groups.

Preschool Group or Class

In preschool group or class services, the child comes to the educational center regularly to receive services in a group setting, a specific variation of the center-based delivery model. Early childhood staff members work with the children in large and small group activities at various times during the schedule for the session. The frequency and length of sessions may vary between programs.

Combination Services

Combination services involve two or more of the above models. For example, services might include a three-hour preschool session on Saturday in which the children rotate in small groups through learning centers, followed by weekly home teaching visits.

Information about the various service delivery models can be obtained from the Kentucky Department of Education's Early Childhood Regional Training Centers (RTCs) (Appendix F). Information may also be obtained from the following:

The National Diffusion Network, 555 New Jersey Avenue, Washington, D.C. 20208, telephone (202) 357-6134; and

National Early Childhood Technical Assistance Systems (NEC*TAS) and Technical Assistance Development Systems (TADS), Frank Porter Graham Child Development Center, CB #8040, 500 NCNB Plaza, Chapel Hill, NC 27599, telephone (919) 962-2001.

Curriculum

Healy, Keesee, and Smith (1989) have defined curriculum as "...the planned interaction of children and families with time, staff and materials" (p. 72). The early childhood curriculum should be based on an understanding of (1) children's interests and needs and (2) the ways that children acquire knowledge. Thus, it should be designed to encourage children to be actively involved in the learning process. Factors to be considered include

- the availability of developmentally appropriate materials,
- the arrangement of physical space,
- scheduling,
- the individual learning styles of children,
- staff knowledge of child development,
- the interactions between children and staff members, and
- the interactions between parents and staff members.

These factors combine to form (1) the physical environment and (2) the social and emotional environment of an early childhood program. Bailey and Wolery (1984) point out the importance of "providing a predictable environment and implementing activities that are functional, interesting, and at appropriate developmental levels" (p. 261). This predictable environment emphasizes behavioral guidance based on consistency between purposes and actions (Leeper et. al., 1974). All guidance techniques (both verbal and nonverbal) must consider each child's self-esteem and should enable each child to develop self-regulation of behavior.

A comprehensive early childhood curriculum includes activities in all developmental domains: social, emotional, cognitive, motor, communication, and self help. Curriculum development and methods of delivery cannot remain static. They must change as needs, abilities, and interests of children and families change. Appropriate skills and concepts can be integrated into a unit or theme-based approach. Concrete multi-sensory materials are essential for an enriched early childhood environment (Appendix G).

The Kentucky Department of Education maintains a collection of selected early childhood documents and materials. For further information, write or call the appropriate early childhood committee member.

Professional Development

Fully informed and competent personnel are the key to an effective early childhood program. The preschool program staff creates the curriculum by

- arranging the environment,
- creating a balanced schedule,
- selecting materials,
- developing an appropriate style of management,
- setting the tone for interactions (adult-child and child-child),
- designing specific learning experiences for children as individuals and in groups, and
- facilitating family involvement.

Thus, ongoing professional development is a critical dimension in the implementation of a comprehensive service delivery system designed to meet the needs of young children and families.

To ensure that early childhood personnel possess the necessary competencies to fulfill the job requirements and meet applicable state regulations, the local school district or agency must provide professional development activities including supervision and on-the-job training. Further, in selecting teachers and other personnel, early childhood programs need to comply with all specific laws, policies, and guidelines that affect a specific position or classification.

In an early childhood program, training to maintain and improve current competencies and to develop new specializations should be based on needs assessments and could include

- workshops and conferences,
- inservice training,
- course work,
- visitation to other programs,
- selected readings, and
- participation in professional organizations.

Information about staff development opportunities may be obtained from

- Institutes of higher education (IHEs) in Kentucky; specific departments that can provide information on early childhood programming include education, special education, and home economics (family studies and child development), and
- Professional organizations (Appendix H).

CHECKLIST OF QUALITY INDICATORS

	Met	Unmet
A. Philosophy		
The program provides evidence of:		
•a written philosophy based on theory and research	☐	☐
•goals and objectives consistent with the philosophy	☐	☐
B. Child-Related Components		
The program:		
•includes child-centered, multi-sensory activities in all developmental domains:		
social/emotional	☐	☐
cognitive	☐	☐
motor	☐	☐
communication	☐	☐
self-help	☐	☐
•relies on play as the central mode of learning	☐	☐
•meets health and safety regulations	☐	☐
•provides multiple opportunities for communication and positive interactions:		
child/child	☐	☐
child/adult	☐	☐
•focuses on the strengths, interests, and needs of each child	☐	☐
•emphasizes the development of each child's self-esteem	☐	☐
•meets recommended group size and child-staff ratios	☐	☐
•contains a variety of three-dimensional materials	☐	☐
•includes opportunities for choice, problem solving, development of responsibility, and self-management	☐	☐
•includes a balance in types and scheduling of activities (active and quiet, individual/small or large group, structured and unstructured, indoor and outdoor)	☐	☐
C. Family Related Components		
The program provides evidence of:		
•frequent communication (newsletters, home visits, parent conferences, parent meetings) between staff and parents	☐	☐
•direct involvement of parents in problem solving, curriculum development, and decision making	☐	☐

	Met	Unmet
•collaboration with other agencies in order to meet the comprehensive needs of children and families	☐	☐

D. **Staff Components**

The program provides evidence that all staff members:

•employ practices indicating an understanding of child development theories and the principles of early childhood education	☐	☐
•possess skills in observing behavior and integrating assessment and curriculum	☐	☐
•demonstrate guidance techniques and model interactions that support children's dignity and acceptance by others	☐	☐
•possess competencies required for working with parents and other adults	☐	☐
•employ a range of instructional strategies suitable for the varied learning styles of children	☐	☐
•prepare an appropriate physical environment and guide children in setting limits, resolving conflicts, making decisions, and solving problems	☐	☐
•respond appropriately to children's needs, desires, and communication	☐	☐
•employ creativity in presenting new activities and concepts	☐	☐
•select, adapt, and evaluate activities and accomplishments to meet children's differing styles and abilities	☐	☐
•work effectively with community support services and resources	☐	☐
•implement a daily schedule to reflect an integrated curriculum	☐	☐
•utilize spontaneous occurrences as teaching tools	☐	☐

E. **Evalua ion**

The program shows evidence of utilizing:

•appropriate developmental and functional assessments and observations for meeting individual needs of children and for program planning	☐	☐
•self-studies by staff and administrators	☐	☐
•views of parents and others expressed in interviews, checklists, or written comments	☐	☐

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Bardstown Elementary SAAC Program
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Berea Children's Center
Johnda Robinette, Director
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Berea, Kentucky 40404
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Berea Community School
"Pirate Playhouse"
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Walnut Meadow Road
Berea, Kentucky 40403
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Bowling Green/Warren County
Community Education School-Age Child Care
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Boyle County After School Care
Mercer/Boyle County YMCA
Ilene Bruner, Coordinator
130 North College Street
Harrodsburg, Kentucky 40330
(606) 734-9622

Brighton Center After School Care
Charlotte Jordan, Coordinator
Seventh and Park Streets
Newport, Kentucky 41071
(606) 491-8303

Campbell County YMCA Childcare
Enrichment Programs
Joyce G. Suess, Coordinator
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A. D. Owens Elementary
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Newport, Kentucky 41071
(606) 292-3011

Johnson Elementary
1180 North Fort Thomas Avenue
Fort Thomas, Kentucky 41075
(606) 441-2444

Moyer Elementary
219 Highland Avenue
Fort Thomas, Kentucky 41075
(606) 441-1180

Woodfill Elementary
1025 Alexandria
Fort Thomas, Kentucky 41075
(606) 441-0506

Cathedral Child Development
Center After School Program
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Covington, Kentucky 41011
(606) 431-2075

Daviess County After School Programs
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Owensboro, Kentucky 42302
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Faith Lutheran After School Program
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Lexington, Kentucky 40502
Fayette County Public Schools

Creative Activities Program (CAP)
Sherry Piersol, Coordinator
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Lexington, Kentucky 40502
(606) 281-0219

Fort Knox Child Development
Services/Latchkey Program
(Before and After School)
Carole Holt, Supplemental
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ATZK-CFA-FS-CDS
Fort Knox, Kentucky 40121
(502) 942-6803

Franklin County Community
Education After School Care
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700 Leslie Avenue
Frankfort, Kentucky 40601
(502) 875-1481

"Get Along Gang"
Diane Stanford, Coordinator
Pat Mokas, Head Teacher
P. O. Box 2246
Ashland, Kentucky 41105
(606) 329-1744 (before 2:45)
(606) 329-1550 (after 2:45)

Hardin County Schools
Sheila Brown, Coordinator
110 South Main Street
Elizabethtown, Kentucky 42701
(502) 769-6302

Hopkins County Family YMCA
"After School Fun Club"
Delena Daves, Coordinator
P. O. Box 435
Madisonville, Kentucky 42431
(502) 821-9622

Kentucky State University
Rosenwald Center for Early
Childhood Development
Dr. Herman Walston, Coordinator
Frankfort, Kentucky 40601
(502) 227-6185

Latchkey After School Program
Brenda F. Dixon, Coordinator
2060 Hancock Valley Estates
Winchester, Kentucky 40391
(606) 744-8844

Mason County Limestone YMCA
Latchkey Program at Straub Elementary
Jill Doty, Coordinator
387 Chenault Drive
Maysville, Kentucky 41056
(606) 564-9047

Methodist After School Care
Karen Nance, Director
First United Methodist Church
211 Washington Street
Frankfort, Kentucky 40601
(502) 227-7430

Ohio County Schools School-Age Child Care
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315 East Union Street
Hartfort, Kentucky 42347
(502) 298-3212

Pendleton County Schools After School Programs
April Roberts, Director
Route 5, Box 225
Falmouth, Kentucky 41040
(606) 654-6916

St. Aloysius After School Care
Molly Freibert, Director
212 Mount Mercy Drive
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St. Athanasius School SAFE Program
Sandra Cardinali, Director
5915 Outer Loop Drive
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St. Bernard After School Care
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St. Henry Afterschool Program
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Erlanger, Kentucky 41018
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St. Matthews Area Ministries
After School Child Care
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4100 Shelbyville Road
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Somerset After School Child Care
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South Lexington YMCA at Sportsworld
3992 Enterprise Drive
Lexington, Kentucky 40503

Summitt Elementary Day Care
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830 State Route 716
Ashland, Kentucky 41101
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Tompkinsville Before School,
After School, and During the Summer
M.D. Sherley, Director of Programs
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Tompkinsville, Kentucky 42167

Versailles/Woodford County
Recreation Department
Lorraine Burnham, Sunshine Director
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Versailles, Kentucky 40383
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Wayland Elementary SACC Program
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Hartford, Kentucky 42347
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Western Kentucky University
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Program Coordinator
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Wright Elementary After School Care
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UMCA Childcare Enrichment Programs
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YMCA-Prime Time
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EARLY CHILDHOOD REGIONAL TRAINING CENTERS

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Berea, Kentucky 40403
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Calloway County RTC
Box 800
Murray, Kentucky 42071
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Simpson County RTC
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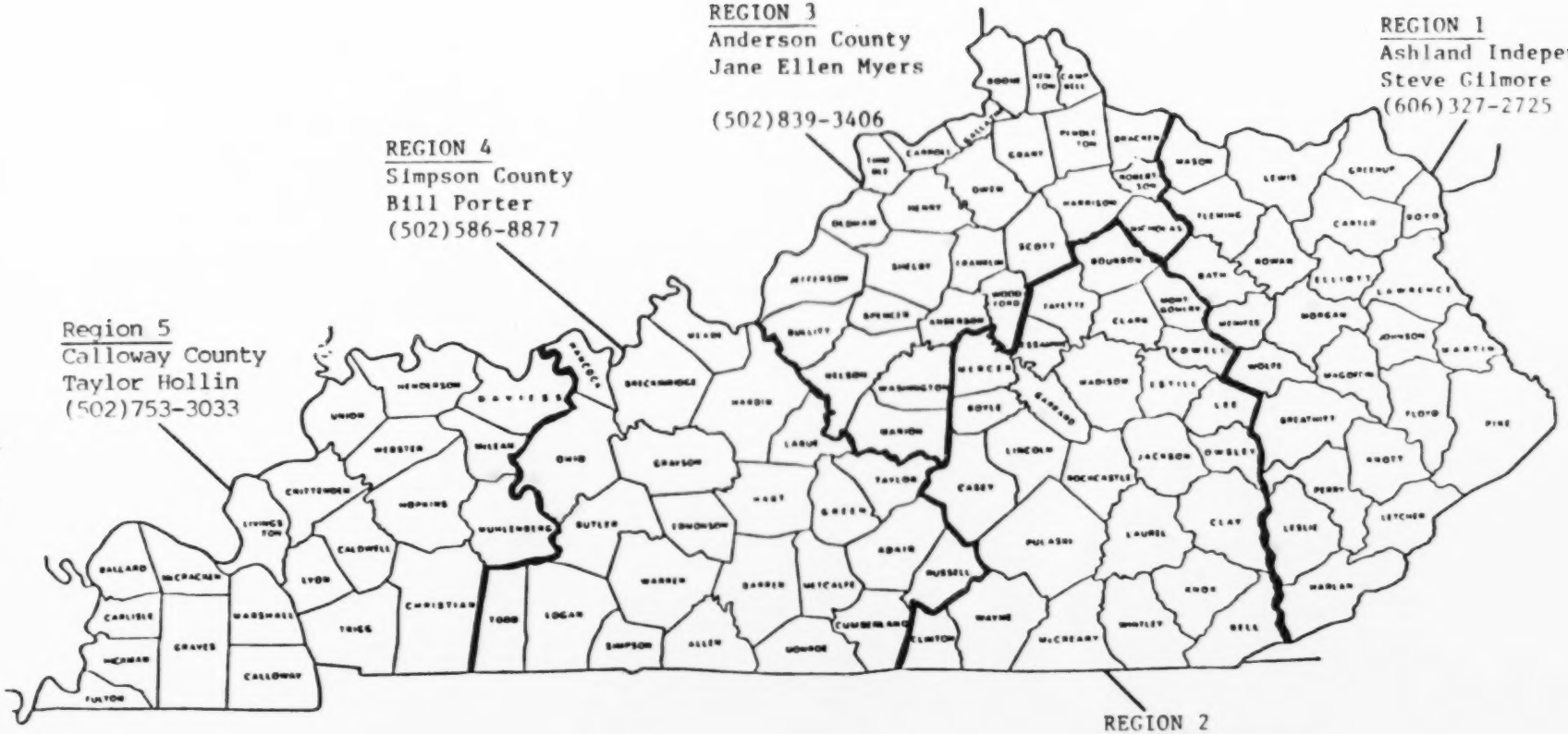

EARLY CHILDHOOD

REGIONAL TRAINING CENTERS

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LEARNING CENTERS, EQUIPMENT AND MATERIALS **

The following alphabetical listing services as a guide. The asterisk (*) denotes minimum equipment and materials.

Learning Center	Equipment and Materials
Art	
Non-structured art activities provide for non-verbal expression of individuality, feelings, and ideas. Additionally, art experiences provide for development of small muscles, eye-hand coordination and color concepts. It is the process rather than the end product of the art experience which is important. The activity should encourage creativity and divergent thinking. Copies and coloring books should be avoided. The child should be given the freedom to choose materials which are easily accessible along with adequate working space and clean up tools.	*Easels *Paints *Brushes *Crayons and pencils *Paste and tape *Clay/play dough *Scissors (left & right handed) *Paper (construction, manila, newsprint, etc.) *Collage materials *Cleanup supplies Painting aprons or smocks Drying rack Hole punch
Block Building	
Various sizes of wooden blocks are essential to the kindergarten classroom. Such concepts as size, shape and direction can be emphasized through blockbuilding activities. While small muscle development is seen as a major purpose of block building, language development mathematics and socialization can also be enhanced in this center.	*Unit blocks (set of 80-100) *Blocks of various sizes *Small wooden cars or trucks *Assortment of miniature animals and people Traffic signs Low open shelves for storage
Cooking	
Cooking activities provide an opportunity for socialization and language development. Experiences in cooking develop the child's fine motor skills, eye-hand coordination, sequencing skills, vocabulary and mathematic skills. The child can learn the importance of sharing in a group project and realize the need for cooperation. Cooking is an excellent catalyst for parent involvement. Nutrition education coordinated with a cooking program helps students develop attitudes and behaviors which are the basis for an understanding of good nutrition.	Measuring cups and spoons Utensils Pans Bowls Popcorn popper Electric skillet Pictorial recipes Towels Apron

** Reprinted from *Kentucky Kindergarten: Guidelines, Recommendations, and Regulations*, 1985, Frankfort, Kentucky: Kentucky Department of Education, 24-28.

Gross Motor

Large muscle activities provided by the teacher or initiated by the child are integral parts of the daily kindergarten program. A good physical development program is vital to a child. Active play involves music, dance, creative movement, and motor skills. Both indoor and outdoor activities which offer children opportunities to use their bodies in increasingly refined and controlled ways should be planned.

Access to:
*Balls
*Jump ropes
*Balance beam
Yarn balls
Rocking boats
Wheel toys
Hula hoops
Parachute
Climbing apparatus
Ladders
Tires
Innertubes

Housekeeping/Dramatic Play

Arranged for dramatic play, the housekeeping center provides an opportunity for children to participate in role playing alone or with other children. This center provides an excellent opportunity for socialization and language development. Social studies units can be enhanced and emphasized in this area.

*Appliances
*Dolls
*Aluminum cooking sets
*Unbreakable mirror
*Housecleaning
*Table and chairs
*Telephone
Doll bed
Dishes
Aluminum cutlery set
Wooden ironing board
Wooden iron
Doll's high chair
Dramatic play props
Materials for social studies unit

Language Arts/Library Center

The language arts center may contain language games, puppets, "reading" rug and picture books which can be purchased or borrowed from the library. Located in a quiet area of the room, this center strengthens language development through a language experience approach. Development of language skills should be emphasized in every curriculum area.

*Puppets
*Flannel board
*Three-dimensional alphabet letters
*Language games, including: visual, verbal discrimination, alphabet, sequencing, relationship, opposites, rhyming activities, and categorizing
*Book display/storage unit
*Table and chairs or rug
Magnetic boards with letters and shapes

Manipulative

Designed for quiet, self-directed activities, this center helps improve eye-hand coordination. The child's manipulation of the materials will help develop perceptual skills and concepts.

*Wooden inlay puzzles (minimum one dozen)
*Beads and laces
*Pegboard and pegs
*Lego-type toys
Bean bags
Low open shelves for storage

Math/Problem Solving

As with the language center, mathematics should be incorporated into every area of the curriculum. Concrete objects and manipulatives should be used. The use of math workbooks is not recommended, and the frequent use of worksheets is undesirable.

*Number and counting games
*Shape and discrimination games
*Calendar
*Clock
*Measuring equipment
*Countable collectibles (bottle caps, popsicle sticks, buttons, beans, etc.)
*Various shapes and sizes of blocks
*Three-dimensional numerals
Abacus
Parquetry blocks
Counting sticks
Magnetic boards with shapes and numerals
Balance scales
Attribute blocks
Cuisenaire rods

Multimedia

The multimedia center will enhance the total curriculum by helping children identify and utilize various types of equipment and materials. Most important will be the strengthening of the child's listening skills.

Record player with headphone jack
Listening center (headphone) attachment
Cassette player recorder with headphone jack
Books
Small table
Book/recorder and tape sets (may be bought or borrowed from the library)
Computer
Television

Music

Music plays an important part in the development of the whole child. It is an excellent tool for language development and listening skills and provides opportunities for success and pleasure. Music is an avenue of self-expression used to encourage self-discovery both affectively and cognitively and is an enrichment to the kindergarten curriculum.

*Rhythm Instruments
*Record player and/or cassette player with records and/or tapes
Scarves, streamers
Xylophone

Science/Social Studies

A readiness for science begins with all senses as the child explores and observes how things look, taste, feel, smell, and sound, as they change and react. The teacher will explore with children their environment while gathering materials from the real world for exploration. Collections and displays should be set up in a science center. Children will directly manipulate these objects to discover physical properties and use. Pets should be included, with care and feeding responsibilities assigned to the children. The foundations for social studies are laid in kindergarten as the child begins to understand through simple activities the inter-connections between self, family, community, nation and world.

*Thermometers
*Magnifying glasses
*Flag magnets
*Small animal cage
Sand and water table (with top)
Sand toy set
Aquarium
Terrarium
Stethoscope
Bug cage
Weather chart
Simple maps
Globe
Dry cell batteries
Plants
Small table
National flags
Books

Woodworking Center

The woodworking center may take the form of the commercial woodworking bench with tools or may simply include a tree stump for hammering along with an accumulation of soft wood. Tools should be solid, easily held, and not subject to breakage. Nails, such as roofing nails, should have large heads. Small muscle development and eye-hand coordination are skills to be strengthened in this center. This center is excellent for providing the "hands-on" experiences that help the child develop an understanding of math concepts.

Workbench
Nails
Wood
Hammer

Essential Consumable Materials

*1. **Paints**
Easel paint
Finger paint
Water colors

*2. **Paper**
Manila drawing paper
Large newsprint
Finger paint paper (butcher paper may be used as a substitute)
Construction paper (assorted colors)

*3. **Drawing and painting materials**
Large crayons (assorted colors)
Colored chalk
Water-based felt-tip markers
Primary pencils

*4. **Pasting materials**
White glue
Rubber cement
Paste

*5. **Tape**
Masking
Transparent

*6. **Modeling materials**
Clay
Play dough

*7. **Miscellaneous**
Yarn
Pipe cleaners
Flour
Vegetable oil
Cotton balls
Cotton swabs
Sandpaper
Tongue depressors
String
Cups
Sponges
Toothbrushes
Screening materials
Liquid starch

PROFESSIONAL ORGANIZATIONS

American Association of Elementary-Kindergarten-Nursery-Education (E.K.N.E.)
N.E.A. Center
1201 Sixteenth Street N.W.
Washington, D.C. 20036

American Speech-Language-Hearing Association (A.S.H.A.)
10801 Rockville Pike
Rockville, Maryland 20852
(301) 897-5700

Kentucky Speech-Language-Hearing Association (K.S.H.A.)
P. O. Box 4098
Lexington, Kentucky 40544
(606) 277-2446

American Home Economics Association (A.H.E.A.)
2010 Massachusetts Avenue N.W.
Washington, D.C. 20036

Kentucky Home Economics Association (K.H.E.A.)
c/o Fran Maierhauser
4432 Cordova Road
Louisville, Kentucky 40207
(502) 895-8842

Association for Childhood Education International (A.C.E.I.)
3615 Wisconsin Avenue N.W.
Washington, D.C. 20016

Center for School-Age Child Care
University of Kentucky
8 Erikson Hall
Lexington, Kentucky 40506
(606) 257-5083

Council for Exceptional Children (C.E.C.) and
Division for Early Childhood (D.E.C.)
1920 Association Drive
Reston, Virginia 22091
(703) 620-3660

Kentucky Council for Exceptional Children (KY.C.E.C.) and
Division for Early Childhood (KY.D.E.C.)
c/o Debbie Schumacher
131 Bayberry Road
Versailles, Kentucky 40383

Kentucky Coalition for School-Age Child Care
Bowling Green/Warren County Community Education
200 High Street
Bowling Green, Kentucky 42101
(502) 842-4281

National Association for the Education of Young Children (N.A.E.Y.C.)
1834 Connecticut Avenue N.W.
Washington, D.C. 20009

Kentucky Association for the Education of Young Children (KY.A.E.Y.C.)
c/o Cheryl House
1314 Lydia Street
Louisville, Kentucky 40217
(502) 584-0181

National Association of Vocational Home Economics Teachers (N.A.V.H.E.T.)
c/o Sue Shackelford
Route 2, Box 62
Hackleburg, Alabama 35564
(205) 935-5121

Kentucky Association of Vocational Home Economics Teachers
(K.A.V.H.E.T.)
c/o Sherry Baber
Daviess County State Vocational-Technical School
1901 Southeastern Highway
Owensboro, Kentucky 42301
(502) 686-3321

National Community Education Association
c/o Starla Jewell-Kelly
119 North Payne Street
Alexandria, Virginia 22314
(703) 683-6232

Kentucky Community Education Association
c/o Karen Schmalzbauer
Bowling Green/Warren County Community Education
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Bowling Green, Kentucky 42101
(502) 842-4281

National Education Association (N.E.A.)
1206 16th Street N.W.
Washington, D.C. 20036

Kentucky Education Association (K.E.A.)
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Frankfort, Kentucky 40601
(502) 875-2889

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National Head Start Association
1029 31st Street N.W.
Washington, D.C. 20007

Training and Technical Assistance Services
Page Hall, Room 344
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Bowling Green, Kentucky 42101

Kentucky Head Start Association
Audubon Area Head Start
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Owensboro, Kentucky 42302-0967

National School-Age Child Care Alliance
1742 Norwood Boulevard
Zanesville, Ohio 43701
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School-Age Child Care Project
Center for Research on Women
Wellesley College
Wellesley, Massachusetts 02181
(617) 453-7743

Southern Association on Children Under Six (S.A.C.U.S.)
Box 5403, Brady Station
Little Rock, Arkansas 77205

Kentucky Association on Children Under Six (K.A.C.U.S.)
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Berea, Kentucky 40403
(606) 986-1177

BIBLIOGRAPHY

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